



## IOWA DEPARTMENT OF EDUCATION

### *Identification of Students with Substantial Deficiency*

January 2015

**This document contains the process and helpful guidance to use to identify students as having a substantial deficiency in the area of reading.**

## Purpose

The purpose of this guidance is to aid Iowa's public school districts in the identification of students with substantial deficiency. The requirements of Iowa Code §279.68 and IAC 281—62 apply to all public school districts in Iowa.

## Definition

A student with a substantial deficiency in reading is a student whose reading performance is below a standard set on an approved assessment **and** whose progress on an approved assessment is minimal. Students are considered to have a substantial deficiency in reading when they meet either of the following criteria:

- Score below the vendor benchmark during a universal screening period directly after a screening period in which they were considered at-risk of being substantially deficient.
- Score below the vendor benchmark for two consecutive universal screening periods.

## Process of Identification

To identify a student as having a substantial deficiency in reading, districts must compare universal screening results from two consecutive screening periods:

- If the scores on both universal screening periods are below benchmark, the student must be identified as having a substantial deficiency in the area of reading.
- If the score on the most recent screening period is below the benchmark, and the previous screening period was above benchmark, the student must be identified as at-risk of having a substantial deficiency in the area of reading.
- If the score on the most recent screening period is above benchmark, and the previous screening period was below benchmark, the student is considered appropriately progressing.
- If the score on both universal screening periods are above the benchmark, the student is appropriately progressing.

Universal screening assessments must:

- Meet the requirements of Department-approved universal screening assessments.
- Have been given during the assessment windows:
  - Fall window: August 28 to October 10
  - Winter window: January 12 to February 6

Students must be identified as having a substantial deficiency within a week of the conclusion of a given screening period. For example, for this year's winter window, students must be identified by February 13, 2015.

We acknowledge that during the 2014-2015 year, the below circumstances may have occurred:

1. Universal screening may have been obtained multiple times on a student during the fall assessment window – either the same assessment or different assessments [e.g., CBM-R more than once, or CBM-R and AReading];

2. Universal screening assessments may have changed from fall to winter for all students [e.g., fall screening CBM-R, and school switched to aReading for winter]
3. Different/inconsistent universal screening assessments are available for fall and winter for individual students [e.g., students who move from one school to another, or a student who took a different measure than the other students]

Best practice for comparisons would be to use the same measure for both fall and winter for an individual student. In cases as described above, select and use the fall and winter universal screening results that most accurately reflects the performance of each student in your school, regardless of circumstances.

## Reporting

Districts are required to report which students have been identified as having a substantial deficiency in the area of reading. Identification is required within a week of the conclusion of a given screening period. For the 2014-2015 year, the state will expect those students who are identified to be reported by June 4, 2015. Guidance on reporting procedures will be provided prior to the reporting deadline.

## Guidance

To identify students as having a substantial deficiency in the area of reading, it is recommended that you follow these steps:

1. **COMPARE SCREENING SCORES:**
  - a. Run one-click reports by class for each screening period [if not using Iowa TIER, obtain screening results for each screening period];
  - b. Identify students who scored below the benchmark on the winter screening assessment;
  - c. Review fall screening results to determine which of those students who also scored below winter benchmark, also score below the benchmark on the fall screening. Those students will be identified as substantially deficient. The others will be identified as at-risk of having a substantial deficiency.
  - d. For students who have missing data, investigate missing data elements. For example, if a student has moved to the district from a school using a different universal screening assessment [e.g., DIBELS NEXT], contact the school and/or check records to obtain student's performance on the previous screening;
2. **RECORD FINAL DECISION** – record those students identified as having a substantial deficiency and report this to the Department as indicated on guidance that will be issued prior to the deadline of June 4, 2015.
3. **NOTIFY PARENTS** – Parent notification is part of Chapter 62 requirements. Please see Early Literacy Guidance, parent webinars, and parent letters located on the Iowa Department of Education Early Literacy Implementation website [<https://www.educateiowa.gov/early-literacy-implementation>] under **Archived Webinars, Supporting Documents and Information**. The Parent Notification webinar was posted on 10/15/2014, along with the parent notification letter. Parent contract information was posted on 11/12/2014, as well as a parent letter and contract example.
4. **IMPLEMENT PROGRESS MONITORING AND INTENSIVE INSTRUCTION** – please see Early Literacy Guidance and webinars for requirements and further information on implementing the requirements to progress monitor students who are identified as substantially deficient, and provide these students with additional intensive instruction. Guidance and webinars are available on the Iowa Department of Education Early Literacy Implementation website [<https://www.educateiowa.gov/early-literacy-implementation>] under **Guidance and Archived Webinars, Supporting Documents and Information**

In the near future, Iowa TIER will provide additional tools to facilitate identification of students as having a substantial deficiency, making this process more efficient.